



# Advancing Responsible Leadership

Sprott School of Business

SHARING INFORMATION ON PROGRESS (SIP) REPORT  
2020 to 2021

**PRME** Principles for Responsible  
Management Education

an initiative of the 



**Carleton**  
University

**Sprott**  
School of Business

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# LETTER FROM THE DEAN

January 2022

Actions to implement the [UN Sustainable Development Goals \(SDG's\)](#) to address the global challenges that we face including poverty, inequity, climate change, environmental degradation, peace and justice, must be made by individuals, organizations and governments alike. Sprott School of Business is grateful to be a signatory to the [Principles for Responsible Management Education \(PRME\)](#) that lays out a framework for business schools to develop current and future business leaders to embrace responsible management as a core element of business-as-usual.

Business schools have a tremendous influence on future leaders. As such, it is imperative that we demonstrate the six PRME principles of Purpose, Values, Method, Research, Partnership and Dialogue in everything we do – teaching, research, engagement and operations. At Sprott, responsible leadership is at the core of our DNA. Our strategic plan, [Vision 2025: Business for a Better World](#) encapsulates the importance of our role in developing a better world through business – one that is more equitable and just, more sustainable and more caring.

By 2025, Sprott School of Business will be well-known for transformational learning experiences that prepare graduates to embrace complexity and creatively respond to change. We will be known for research that provides organizations with insights and tools to adapt and respond to opportunities responsibly and effectively. Sprott will also be known for its impact on our region's economic prosperity and on Canada's role as a global leader in sustainable business and investment.

This report offers an overview of the continuing activities, accomplishments, and progress that Sprott School of Business has been making with respect to the PRME principles for the past two years (2019-2021). I am thrilled to share this progress with the PRME community as Sprott continues to fulfil its calling to harness the potential and opportunity for business to improve lives worldwide. The PRME community has been tremendously influential and supportive of our activities, and we look forward to collaborating with our colleagues worldwide as we each tackle these critical challenges.

Sincerely,



Dean, Sprott School of Business

# PRME SIX PRINCIPLES



## Principle 1 | Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



## Principle 2 | Values

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



## Principle 3 | Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



## Principle 4 | Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



## Principle 5 | Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



## Principle 6 | Dialogue

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

# INTRODUCTION

Sprott School of Business recognizes our role, as a business management educators and researchers, to respond to the change needed in our communities, societies, economies and global families. As a business school in the National Capital Region, we are a provider of talent to companies, governments and organizations that are critical to the functioning of our economy. The need to broaden our focus from only profit to include people, purpose and planet is a responsibility of business schools everywhere to transform our economy into one that is more equitable, sustainable and just.

The Management Team of Sprott School of Business, and Carleton University itself, is committed to advancing the Principles for Responsible Management Education. Each member of the Management Team plays a role – in education, research, and operation – and the PRME principles are well-embedded in our strategic planning and decision-making processes.



*Sustainability at Sprott School of Business is any action (teaching and learning, research, engagement, experiences, and activities) that has a focus on and serves to advance one or more of the UN Sustainable Development Goals (SDG's). Prioritizing sustainability in all of our actions help Sprott in advancing responsible leadership – as we develop and inspire the responsible decision-makers of tomorrow.*

“Sustainability” at Sprott is defined broadly to include any action that has a focus on and serves to advance one or more of the [UN Sustainable Development Goals](#). Business schools are well-situated to develop and inspire the responsible decision-makers of tomorrow Sprott School of Business takes that responsibility seriously.

In 2020, Sprott School of Business launched [Vision 2025: Business for a Better World](#) – a strategic plan for the next five years laying out its vision for a business school that is impactful and engaged with its community. The title of the strategic plan is intentional as the School sees this as a blueprint for harnessing the potential of business to improve lives worldwide.

# INTRODUCTION



Responsible management, and Sprott's commitment to the [PRME principles](#), is embedded throughout the plan – in its aspirations, its calling, and in many of the actions across all five strategic principles. Most notably, the principle of Advancing Responsible Leadership articulates it best:



*We develop and inspire the responsible decision-makers of tomorrow to advance sustainable development. We are leaders and cross-sector collaborators in advancing the role, dynamic and impact of organizations in the creation of sustainable social, environmental, and economic value.*

**OUR ASPIRATION**

Through our scholarly work and engagement, we aim to cultivate the enterprising spirit of business in order to foster shared prosperity and advance equity and justice for all.

**OUR CALLING**

We create learning experiences and scholarship that harness the potential and opportunity for business to improve lives worldwide. In fulfilling this calling, we acknowledge and respect the Algonquin nation on whose traditional and unceded territory we are gathered and value our location in Ottawa, the thriving capital of a G7 country and a hub of Canadian social and technological innovation.

**Transformational  
Lifelong Learning  
Journeys**

**Entrepreneurial  
Mindsets to Create  
Positive Change**

**Partners in Ottawa’s  
Prosperity**

**Global Insights  
and Cross-Cultural  
Collaborations**

**Advancing  
Responsible  
Leadership**

**STRATEGIC ACTIONS**

Expand recruitment to underserved areas and communities in Canada and worldwide	Partner with local community, government, and business organizations to engage students in innovations that positively benefit our region.	Integrate sustainability and responsible leadership into the foundations of the shared curricula.	Embed the global economic context and cross-cultural business development in all our degree programs.	Partner with organizations and government departments to co-create knowledge and insights on fostering more responsible management business policies and practices.
Raise funds for new diversity scholarships		Develop new executive programs in sustainable management practice, social impact measurement and sustainable finance.		Encourage interdisciplinary research collaborations focused on grand challenges including climate change, aging populations, poverty, and mental health in the workplace.
Enhance our curricula to incorporate new learning goals focused on communication and analytical skills, responsible management, diversity of thought and creative thinking.				Incorporate into all Sprott courses critical perspectives on the purpose of business and knowledge to measure and ascertain the social and environmental impact of business decisions.
Create new, interdisciplinary social innovation projects in partnerships with Indigenous communities, local and global organizations.				Introduce new courses and micro-credentials on sustainability, social impact accountability and investment, responsible management and leadership, climate change, and social justice.
Establish a new committee of student, staff and faculty to oversee initiatives and outcomes in diversity and inclusion.				Expand ESG (Environmental, Social and Governance) investment research in our Student Investment Fund.
				Incorporate sustainability into our operations and management practices.
				Building on the appointment of an Associate Dean of Equity and Inclusive Communities, embed equity, diversity, and inclusion considerations into all strategic initiatives.

# NOTABLE ACHIEVEMENTS

## Carleton's Sprott School of Business achieves second highest level in 2021 Positive Impact Rating

Sprott School of Business was recognized for its social impact and sustainability achievements with the announcement of the 2021 Positive Impact Rating (PIR) results launched at the UN PRME Global Forum. Sprott was one of 47 business schools from 21 countries worldwide that took part in the rating, achieving Level 4 of five levels, making it a Transforming school within the PIR.

The PIR is a rating conducted by students, for students. For the second time, students worldwide assessed their business schools on how they perceive their positive impact in the world. The positive impact of business schools goes beyond their contribution to business and the economy; it addresses the need for their positive impact for society.

*"We are encouraged that students from Sprott School of Business view us favourably in most aspects of the Positive Impact Rating with a Level 4: Transforming (7.7) rating, yet the real value for us has been using the PIR as a starting point in engaging our students - at all levels - to collectively work with us to have a tangible positive impact on our community of learners, the organizations they will work in, and the global societies to which we all belong,"* said Dana Brown, dean of the Sprott School of Business.

## Sprott School of Business rewarded with Green Workplace sustainability certification

In May 2021, Sprott School of Business achieved a silver rating through Carleton University's Green Workplace Program, highlighting the School's commitment to a sustainable workplace.

*"This is a great step in building a culture of sustainability at Sprott,"* said Dana Brown, dean of the Sprott School of Business. *"It is up to all of us to do our part to protect the planet and our resources, and, as a school for business, it is important to exemplify responsible leadership. We will continue to build sustainability into our activities and workplace."*

Carleton's [Green Workplace program](#) encourages faculty and staff at Carleton to take the lead on promoting and implementing sustainable practices in their workplace. Participating units are assessed across eight key areas: waste management, food and dining, energy conservation, water conservation, transportation and mobility, purchasing, community engagement and innovative initiatives.

*"Reaching the silver level in the Green Workplace Program is a significant milestone for us, especially as Sprott moves to the Nicol Building and takes advantage of new ways to operate within a sustainable community,"* said Scott Gonsalves, manager of strategy and accreditation and the lead for the School's sustainability champions action group. *Opening this September, the Nicol Building features sustainability from core to skin.*

*"This certification provides a roadmap for us to not only look at our policies and processes but also to educate and encourage our community of students, faculty, staff and partners to incorporate sustainability into their daily lives,"* Scott added. *"Our action group is also eager to launch programs to help inspire sustainable behaviours and make this a core part of our culture at Sprott."*





# NOTABLE ACHIEVEMENTS

## [Carleton University's Sprott MBA ranks among the world's top 40 sustainable MBA programs](#)

Each year, Corporate Knights magazine released its Better World MBA Ranking, which ranks global MBA programs on the degree to which sustainability and responsible management are integrated into the curriculum, research and activities at the business school. For the past two years, Carleton University's MBA program at the Sprott School of Business earned a place on the prestigious top 40 list in the Better World MBA Ranking.

*"Every MBA should be a sustainable MBA, and the Better World business schools are showing us how,"* said Toby Heaps, CEO of Corporate Knights.

Programs are evaluated across five key performance indicators: the number of sustainability-focused articles in peer-reviewed journals and citations, the number of core courses that incorporate sustainable development topics, research institutes and centres devoted to sustainable development issues and faculty gender and racial diversity in the business school.

## [Minister Ng announces partners to establish Black Entrepreneurship Knowledge Hub](#)

Black Canadian business owners and entrepreneurs make important contributions to the Canadian economy, yet they continue to face systemic racism and obstacles to starting and growing their businesses. This has been further exacerbated by the COVID-19 pandemic. The Government of Canada is working to address long-standing barriers through its first-ever [Black Entrepreneurship Program](#)—an investment of over \$400 million to support the long-term success of Black entrepreneurs and business owners.

In December 2021, the Honourable Mary Ng, Minister of International Trade, Export Promotion, Small Business and Economic Development, announced that Carleton University's Sprott School of Business and [Dream Legacy Foundation](#) have been chosen to establish the [Black Entrepreneurship Knowledge Hub](#), the third pillar in the Black Entrepreneurship Program.

*"Carleton University is pleased to partner with Dream Legacy Foundation in engaging and mobilizing an extensive network of Black entrepreneurs, non-profits, community organizations and academic institutions in the co-generation of culturally relevant research and in capacity building that will contribute to the socioeconomic health and well-being of all Canadians. This exciting initiative aligns closely with Carleton's values of inclusion, collaboration, community and purpose."* Benoit-Antoine Bacon, President and Vice-Chancellor, Carleton University

Once operational, the Knowledge Hub, created through a \$5 million investment from the government, will conduct research and collect data on Black entrepreneurship in Canada and identify barriers to success as well as opportunities to help Black entrepreneurs grow their business.





# EDUCATION

# EDUCATION

Sprott School of Business has committed to incorporating sustainability and responsible management into all of its academic programs. The academic leaders and faculty at Sprott already know that they have a large role to play in being agents of change—being accountable for sustainability pedagogy and fostering the creation of future leaders.

## UNDERGRADUATE EDUCATION

*“In our BCom and BIB degrees, we challenge our students to be bold in their thinking. Drawing on our Strategic Plan, students are driven by compassion, imagination and purpose, questioning the status quo. An understanding of shared prosperity must be infused into the business curriculum, as it is our students who are the future changemakers. We strongly support their desire and spirit, drawing on their creativity and business acumen, as they help us navigate toward a sustainable future.”* Howard Nemiroff Associate Dean, Undergraduate Studies



## Courses in Sustainability and Responsible Management

### BUSI 1800: Introduction to Business

Introduction to contemporary businesses in a complex economy, their role in the society, their history. The various functions that come together to define a business will be examined. All forms of business communications emphasized. This course allows students to gain general knowledge on businesses and sustainable business management, apply this knowledge to practical situations and develop human and communication skills.

### BUSI 3119: Sustainability and the Role of Business

Concepts of sustainability within business and management contexts. Complex relationships among business, society and the environment and explores the nature of business in today’s world where addressing environmental and social issues is becoming increasingly important.

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*“We need to be teaching students this. They need to have a real depth and understanding. They’re going to work in firms, and those firms are building products, and those products are going to have a huge impact on our environment. So, if we don’t educate our business students, we’re not doing our job.”*  
- Ruth McKay, associate professor of management and strategy

## BUSI 4601: Business Ethics

Business ethics and corporate social responsibility have become very salient topics to business practitioners and the general public. We have all heard about many instances of unethical behaviour by businesspeople and the negative implications of such behaviours for the firms where they work: ethically questionable activities of managers at a wide variety of organizations have had profound effects on companies, employees, shareholders, and a wide variety of other stakeholders. This course focuses on using ethical reasoning to analyze business decisions, the ethical content of those decisions, and the role of ethics in decision-making.

## Special Topics (BUSI 4901): Marketing and Sustainability

An overview of the roles of marketing in a sustainable society: advancing organizations' economic success while creating positive impacts on the environment and society; promoting consumer's sustainable lifestyle; advocating institutional change to facilitate sustainable production and consumption.

*"As it becomes increasingly important to be sustainable, marketers similarly need to adapt and be more socially and ecologically conscious."*

- Irene Lu, associate professor of marketing

## Special Topics (BUSI 4901): Sustainability Accounting and Social Finance

This course offers several different avenues for in-depth explorations in sustainability accounting, impact measurement and social finance for undergraduate students. Each module provides the student with the opportunity to learn a special topic within responsible business, such as: impact measurement, responsible finance, impact investing, responsible and ESG investing and/or sustainability accounting. The topics may change over time to reflect new knowledge and emerging trends.

*"What excites me about this course is that students will learn both how to do best-practice environmental and social impact measurement and also how to think critically about the techniques that we call best-practice."* - Kate Ruff, assistant professor, accounting

*"The course is aimed at creating a more experiential and systemic look at the issues of environmental sustainability. It will provide students, close to graduation, with practical work knowledge and solutions as it relates to environmental sustainability."*

- Ruth McKay, associate professor of management and strategy

## Special Topics (BUSI 4901): Business and Environmental Sustainability II

This seminar course is built around high-profile guest lectures, class discussions and group assignments evaluating the role of business in environmental problems. The course will pose challenging, "big picture" environmental sustainability questions and encourage critical and creative exchanges between guest speakers and students. The course will use experiential learning to delve into current conundrums of the role of business models to mitigate harm and adapt to change in our search for solutions to pressing environmental issues.



## GRADUATE EDUCATION

*“Professional graduate programs like the MBA and MAcc are a uniquely important part of business schools in that they train people to step directly into leadership roles. That makes it especially important to incorporate principles of responsible management into our curricula. The moment our students finish their studies and step into the work world, they’re in a position to make a difference—and we want them to be able to do that. And just as importantly, they need to be ready for a world where sustainability, inclusion, and ethical leadership are expected. That’s why we’ve made sure that the principles of responsible management permeate all aspects of our programs.”* Robin Ritchie, Associate Dean, Professional Graduate Programs



### Courses in Sustainability and Responsible Management

#### Special Topics (BUSI 4901): Business and Environmental Sustainability II

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#### BUSI 5802: Business Ethics

Impact of corporate decisions on society. Models and standards of business ethics and corporate social responsibility (CSR). Methods of measuring and reporting. The rise of corporate power, stakeholder analysis, corporate governance, sustainability, national and international pressures on CSR.

#### BUSI 5900: Corporate and Business Strategy

Strategic management focuses on corporate and business level strategic analysis, and strategy formulation and implementation as a critical managerial tool in any organizational setting. Strategic management emphasizes the determination and evaluation of environmental opportunities and threats in light of strengths and weaknesses in the organization’s value chain in order to enhance its core competencies and craft a sustainable competitive advantage.

#### BUSI 5980: Foundations of Management Theory and Research

Exploration of foundational works in management theory and research. Review of the foundational thinking of scholars that influenced and shaped the management discipline.

## EXPERIENTIAL LEARNING

### [Spratt School of Business students team up with Indigenous Peoples to collectively benefit communities](#)

Students at Spratt School of Business are working with Indigenous communities in Igloodik, Nunavut; Mayo in the Yukon; and, Masset, British Columbia to address issues important to them. Students work in interdisciplinary teams with community partners to co-create the design and evaluation of products, programs, and processes to foster well-being. They also develop strategies to promote the positive impacts of these initiatives for the community. Through this collaboration, students develop an understanding of Indigenous world views. They learn to conceptualize issues holistically, taking into consideration the social, cultural and environmental factors at play and the neurobiological processes affecting behaviour.

To participate, students in Spratt's Bachelor of Commerce and Bachelor of International Business programs enroll in the year-long course: BUSI 4117: Developing Creative Thinking.

In Igloodik, students are working with the community on equipment for an Arctic char farm that will grow the community's economy, and on a tool library for locals to use. Also, many houses in Igloodik do not have proper ventilation, so students are working with the community to design a filtering system which will allow people to improve air quality in their homes.

In Mayo, Carleton students are partnering with local high school students to develop athletic programs and the commission of a significant public art project. For the art project, students in Mayo will come up with their own ideas for an art installation in their community. Once a final idea is selected, an artist will be commissioned to create the installation.

And, in Masset, students are working with local high school students on projects that address youth health and wellness. This work, along with the youth projects in Mayo, are collectively called Courts for Change – and the students also work with Rob Smart, an instructor of management at Spratt, for them. The final goals are to develop a strong relationship with the Masset community and contribute to their youth's success in the coming years.



Mathew Zee, a fourth-year Bachelor of Commerce student at Spratt, says Northern Lights gave him the opportunity to learn about a culture and community that he would have been unaware of otherwise.

## **Sprott School of Business students helping organizations on the road to sustainability**

At Carleton University's Sprott School of Business, students are learning about sustainability by helping client organizations tackle real projects related to environmental sustainability and the Triple Bottom Line.

Ruth McKay, associate professor of management at Sprott believes that learning about the environment is the most important task for business students.

The third-year business course, Sustainability and the Role of Business (BUSI 3119), examines the complex relationships among business, society and the environment, while exploring the nature of business in a world where addressing environmental and social issues is the need of the hour.

For their first project in the class, students worked with Hockey Canada – the national governing body for grassroots hockey in Canada – and evaluated how well the organization is prepared to manage pressures and changes now and into the future.

The COVID-19 pandemic has brought financial challenges to Hockey Canada, and while they've made great efforts to make a social impact, they don't currently have a sustainability policy.

*"I really enjoyed learning about sustainability and how to improve the Triple Bottom Line from the students," said Madison Koekkoek, Hockey Canada's social media coordinator. "They brought fresh perspectives to real challenges faced by our sport and our organization. Their solutions were well-thought-out and well-presented."*

For their second project, the students are working with APC Packaging – a company based in Florida that provides packaging for cosmetic and skincare brands – and will look at packaging as a challenge for sustainability. In this changing world, teaching students about the necessity of focusing on responsibilities beyond profits and the role business can play in solving societal issues is extremely important.

## **New innovative course on environmental sustainability and business will feature a slate of prominent speakers**

In Fall 2021, Sprott School of Business introduced an exciting new interactive and innovative course to teach students about the relationship between business and environmental sustainability.


*"The course is aimed at creating a more experiential and systemic look at the issues of environmental sustainability," said Ruth McKay, associate professor at Sprott and co-instructor for the course. "It will provide students, close to graduation, with practical work knowledge and solutions as it relates to environmental sustainability."*

Open to fourth-year undergraduate and MBA students, the course - Business and Environmental Sustainability II (BUSI 4901) - includes a number of high-profile speakers throughout each term.

*"The guest speakers will speak from personal experience about sustainability challenges and opportunities within their organizations and in the sector more broadly," said Gary Martin, co-instructor for the course. "And, overall, it will be a current, relevant and stimulating course."*

Through weekly discussions with knowledgeable and senior business leaders, this course will delve into the role of various business models in reducing harm and adapting to change in the search for solutions to pressing environmental issues.

Sprott Bachelor of Commerce students Taylor Morris and Noah Geens worked with Ruth and Gary through summer research internships to help design the course. They conducted research to gauge students' understanding of, and interest in learning about, the challenges faced by businesses related to environmental sustainability. This helped determine where students need to enhance their learning about environmental sustainability to have the skills and knowledge necessary to shape business strategies as the next generation of responsible leaders.



## STUDENT ENGAGEMENT

### Sprott School of Business students team up with Indigenous Peoples to collectively benefit communities



In summer 2021, four Bachelor of Commerce students at Sprott School of Business have been awarded research internships to work on research projects under the supervision of the Sprott faculty members. Their research will contribute to the body of knowledge in the areas of environmental, social and governance (ESG) investing, environmental sustainability, and social enterprises.

*Ellena Damini (Supervised by Howard Nemiroff, Associate Professor, Finance)*

Ellena Damini, a third-year BCom student, is working with Howard Nemiroff to study the correlation between investments made by equity portfolios in firms and their ESG performance. Specifically, she is looking at whether accounting for ESG factors before investing impacts an equity portfolio's returns. Depending on the conclusion of her research, it could be determined that ESG factors should

be considered not only as an implementation of policy or social responsibility, but as an actual quantifiable metric that can be integrated with other proven investment strategies within an equity portfolio.

*Taylor Morris and Noah Geens (Supervised by Ruth McKay, Associate Professor, Management & Strategy)*

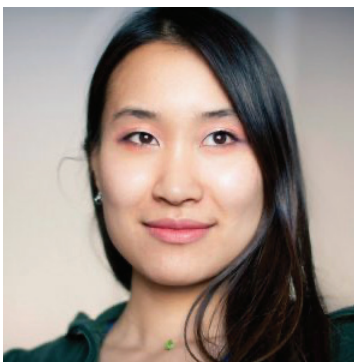


Taylor Morris and Noah Geens – third and fourth-year BCom students, respectively – are working together with Ruth McKay to gauge students' understanding of, and interest in learning about, the challenges faced by businesses related to environmental sustainability issues. The goal is to determine where students need to enhance their learning about environmental sustainability to have the skills and knowledge necessary to shape business strategies as the next generation of leaders.



*Julie Cho (Supervised by Troy Anderson, Instructor III, Management & Strategy)*

Julie Cho, a second-year BCom student, is conducting research with Troy Anderson for Carleton University's new Alterna Social Ventures Institute. The institute's social enterprise program will support multidisciplinary student projects that have a positive and measurable social impact, as well as sustainable social and financial returns. Julie's research will examine key success factors of other student social enterprise programs in order to determine the appropriate scope and scale for the institute. Her work will also help determine the structure of the social enterprise program, its governance, funding and selection process.





## **Sprott Student Investment Fund commits to responsible investing**

Aligning with the UN Principles of Responsible Investment, students in the [Sprott Student Investment Fund \(SSIF\)](#) have included responsible investing as an objective in its operations, and are working on incorporating environmental, social, and corporate governance (ESG) considerations into the fund's investment practices.

Responsible investing involves evaluating a company's environmental, social, and governance practices before making investment decisions. These evaluations can include factors such as whether a company is environmentally responsible or not, whether a company strives to make a positive social impact, and whether their operations can be considered unethical.

*"Corporations always have an opportunity to help shape society," said Howard Nemiroff, the faculty advisor for SSIF and associate dean of undergraduate studies at Sprott School of Business. "They have a hand in shaping society and have a responsibility to speak up against actions that are non-environmentally appropriate, non-sustainable from a business growth perspective, governance issues, EDI issues – they have a responsibility to help ensure that we're doing the right thing."*

With the goal of having the process for ESG considerations adopted into the fund by this fall, students are currently working on developing a framework – after consultations with industry members – that they will use to evaluate companies when deciding whether to invest in them or not. This framework will incorporate governance, diversity, community engagement, and research and analysis – plus will also be used to evaluate SSIF's own internal and external operations.

They are also currently conducting a materiality assessment, which is the process of identifying, refining, and assessing a number of ESG issues that could affect a business and its stakeholders.

*"This integration is about investing in progress," said Ellena Damini, a third year Bachelor of Commerce student at Sprott who is spearheading the process. "It involves identifying companies and industries that are solving global challenges and are in solid positions to grow into the horizon. Taking it one step further, integrating responsible investing into our fund can mean investing in businesses that are demonstrating sustainable practices and good business, which aligns with Sprott's strategic goals."*

## **Bachelor of Commerce student awarded social innovation fellowship to support impact organizations**

Kennedy Lichti, a Bachelor of Commerce student at Sprott School of Business, has been awarded a Social Innovation Fellowship through the HSBC Social Innovation Academy – a non-profit organization that operates experiential learning programs for youth who are interested in how social impact intersects with research, finance and design.



Through this fellowship, she will have the opportunity to develop the technical and leadership skills relevant to social innovation. Fellows in this year's cohort will also work on projects assisting social enterprises, non-profits and impact funds with challenges they are facing.

Kennedy credits her work in Carleton's multidisciplinary [From Buckets to Rain Barrels](#) initiative as the reason behind her getting accepted into this program. She was also recognized recently with a Carleton Provost Scholar Award for her contributions.

From Buckets to Rain Barrels teams Sprott undergraduate business students, enrolled in Sprott's Developing Creative Thinking course, with peers from Carleton's School of Industrial Design to work on solutions to a range of community sustainability issues faced by the Maasai in Tanzania's Longido district. As part of the initiative, students also travel to Tanzania for two weeks to engage with the Maasai community members on these issues and collaboratively develop and refine solutions.

Kennedy and Eric Whyte (BID/20) came together to design a novel and context-appropriate beehive that would diversify income for the Maasai women by providing entrepreneurial opportunities in honey production. The pair continued working on the project after their time in the course had ended, and a prototype of the hive is currently being tested in Longido with the help of community partners.



Through the From Buckets to Rain Barrels initiative, Kennedy and her project partner Eric Whyte, from Carleton's Industrial Design program, designed a beehive that would provide an entrepreneurial source of income for Maasai women in Tanzania through producing and selling honey.

### **Sprott School of Business students recognized with Provost Scholar Awards**

Provost and Vice-President (Academic) Jerry Tomberlin and Associate Vice-President (Teaching and Learning) David Hornsby presented eight undergraduate Carleton students with Provost Scholar Awards during an event on May 5, 2021. These awards are given to students who have demonstrated outstanding achievements in research, community engagement, immersive learning and/or international activities. Two Bachelor of Commerce students were recognized for their outstanding contributions and achievements.

## Kennedy Lichti

Kennedy Lichti is a commerce student who has shown leadership and a commitment to community engagement and international student experiences through her participation in a project focused on entrepreneurial opportunities in Northern Tanzania. Her efforts have resulted in a novel and context-appropriate beehive that will provide entrepreneurial opportunities in the form of honey production for Maasai women in the Longido district of Northern Tanzania and beyond.



From Buckets to Rain Barrels has had an impact on what fourth-year Bachelor of Commerce student, Kennedy Lichti, values in life and will certainly last well past her undergraduate education.

## Feruz Dglel Tesfay

Feruz Dglel Tesfay is a commerce student concentrating in international business who founded the Sprott Social Impact Club, which provides Carleton students with a platform to run projects to address social issues. This newly created club is an evolution of the International Fund Initiative, which Feruz also established. What began as a fundraising campaign for one specific project has now evolved into a platform with 17 student executives that engages Carleton students in social impact projects. Feruz has participated in research about the effectiveness of corporate social responsibility initiatives in Bangladesh to create a better understanding of the issues affecting workers' safety.

## **Sprott Master of Accounting student combatting food insecurity with social enterprise**

Making a positive impact in the world has been a constant driver for Master of Accounting student Alida Burke and it became the vision behind her business, The Growcer Inc. Growcer works with communities across Canada to grow food locally and sustainably using ‘plug and play’ hydroponic systems that grow fresh produce from seed, without soil, in as little as six weeks.

“Our mission is to empower people to feed the world more sustainably – to make fresh food more accessible, no matter the location,” said Alida, who began her Master of Accounting (MAcc) at Carleton University’s Sprott School of Business in 2020.

In each of their projects, the team at Growcer focuses on creating a sustainable business that can be turned over to a community and solve a particular challenge facing them – ranging from access to fresh produce to enhancing local economic development.

Furthermore, they hope to showcase the significant positive impact that can come about with the right combination of their technology, people and purpose. While, personally, Alida hopes to be able to continue putting her skills to good use and making a positive difference with everything she does.

Alida and her business partner, Corey Ellis, established their business in 2016 during their undergraduate studies. They had taken a trip to Iqaluit where they saw the challenge of food insecurity first-hand. When they returned, they did their research and discovered there were no feasible food system solutions on the market – so they decided to build one on their own.

In a few short years, Growcer has grown speedily from two to 17 employees, with their systems supporting 20 communities across Canada. Last year, a research centre in Churchill, Manitoba that bought their system in 2017 crossed a milestone of 40,000 vegetables grown and distributed across their community.

Reflecting on the last few years with Growcer, Alida spoke about absorbing lessons of community and collaboration with and for Indigenous Peoples, seeing the willingness of people around them to help them succeed, coming to terms with the inevitability of failure, and grabbing the opportunities for growth which come from it – all of which combined to make it all an extraordinary experience.



Prime Minister Justin Trudeau visited the system Growcer set up at Bayview Yards in Ottawa.

## **Carleton's new cross-faculty Innovation Hub focused on creative solutions**

Rooted in research, education and outreach, those ideas could revolve around finding a social solution to a technological problem, or a technological response to a social issue. They could focus on policy development within the public sector, on new not-for-profit initiatives, on climate change and sustainability, or on giving Indigenous peoples and other underrepresented communities more agency in the business world.

*“To me, innovation is about addressing challenges through creative means,”* says [Innovation Hub](#) Director Harry Sharma.

*“This country has so much talent and we’re at the leading edge of critical global issues. Many of these problems can best be solved through entrepreneurship, but the emphasis needs to be on inclusive entrepreneurship. It’s about building human bridges.”*

*“We want to help students from all corners of Carleton learn about issues, connect them with partners from the private sector or community organizations, and give them a set of tools they can use to transform their ideas into tangible solutions. We want to instill a culture of innovation across the university.”*

[Innovation Hub programming](#) is designed to mirror the entrepreneurial process, from learning and ideation to enterprise creation/incubation and venture acceleration. It began in September 2021 with a campus-wide challenge focused on food security.

Two teams from each faculty will enter the eight-week competition, during which they will develop and present solutions—in this case, reliable access to affordable and nutritious food. The top three teams will receive financial support, as well as coaching and mentoring, to help them further develop their ideas.

The hub’s Ideas to Action program will start a little later in the fall: six weeks of exercises and projects that will help individual or small groups of students create detailed pitch decks exploring market opportunities around specific problems. This will feed into a three-month incubation program, beginning in January, that will aim to launch companies and not-for-profit organizations.

There will also be a series of innovation cafés this fall—90-minute interactive sessions with predetermined topics designed to give attendees one impact-driven action item—as well as hackathons, policy sandboxes and other bootcamp-type events.

In its inaugural year, the Innovation Hub has three main themes: emerging technologies, social innovation and inclusive entrepreneurship.

“For so long, marginalized communities have been on the receiving end of solutions,” says Sharma. “We want to give people a platform, through targeted programming, so they can identify and come up with responses to long-standing issues in their own communities.”

The hub’s scope will encompass local, national and international partnerships, reflecting the realities of today’s interconnected digital world and the diminished significance of geographic borders. The same philosophy applies to the multidisciplinary nature of the hub.

“Woven into its design is a commitment to ensure that it serves as resource for all students,” says Pauline Rankin, dean of the Faculty of Arts and Social Sciences. “Its mandate is to provide the tools and support required to nurture bold and imaginative ideas generated by students in the arts and social sciences alongside their peers from engineering, science and business.”



Innovation Hub Director Harry Sharma



**RESEARCH**

# RESEARCH

## PROFILES IN SUSTAINABILITY RESEARCH

(in alphabetical order)

### **Merridee Bujaki, Professor (Accounting)**



Dr. Merridee Bujaki has over two decades of highly influential work and numerous academic and professional publications in the accounting arena to date.

As part of a cross-Canada, interdisciplinary research team, Dr. Bujaki and colleagues were awarded a substantial SSHRC-CIHR grant in 2018 and are currently working on a large-scale research project: “Healthy Professionals/Knowledge Workers:

Examining the Gendered Nature of Mental Health Issues, Leaves of Absence and Return to Work Experiences from a Comparative Perspective,” to address fundamental issues around mental health in knowledge professions, such as accounting. The results of the study will provide valuable information on employee well-being and offer up best practice policies and interventions for implementation.

#### **Recent articles**

- Lento, C., Butt, I., Bujaki, M.L., Anderson, A., and Ogima, C. (2021). [Indigenous peoples and accounting from a Canadian perspective: Using a systematic literature review to promote inquiry and inclusion in a \(re\)emerging area](#). *Accounting Perspectives*, 20(4): 771-806.
- Gaudet, S., Marchand, I., Bujaki, M.L., Bourgeault, I. (2021). [Women and gender equity in academia through the conceptual lens of care](#). *The Journal of Gender Studies* (June 2021): 1-13.
- Bujaki, M.L., Durocher, S., Brouard, F., Neilson, L. (2021). [Conflicting accounts of inclusiveness in accounting firm recruitment website photographs](#). *European Accounting Review* 30(3): 473-501.
- Ben Amar, W., Bujaki, M.L., McConomy, B., McIlkenny, P. (2021). [Gendering Merit: Challenging the discourse of merit in corporate disclosures related to women on boards](#). *Critical Perspectives on Accounting* 75(March): 1-23.
- Bujaki, M. L., & Durocher, S. (2019). [Managing legitimacy following loss of human life: Loblaw and Rana Plaza](#). *Sustainability Accounting, Management and Policy Journal*.
- Lento, C., Sayed, N., & Bujaki, M. (2018). [Sex role socialization and perceptions of student academic dishonesty by male and female accounting faculty](#). *Accounting Education*, 27(1), 1-26.

## INTELLECTUAL CONTRIBUTIONS (ICs) ON RESPONSIBLE LEADERSHIP

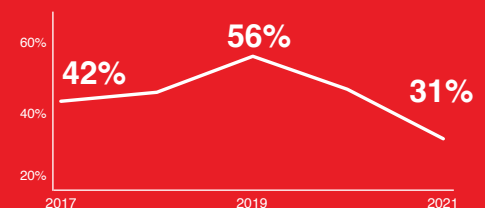
2017-21

**158** peer-reviewed articles & conference proceedings



**29** 

peer-reviewed articles in 2021



ANNUAL % OF ICs ON RESPONSIBLE LEADERSHIP

**44%** 

IC production focused on Responsible Leadership in the last 4 years (avg.)

### Recent grants

2021-2022. Co-Investigator. Social Science & Humanities Research Council (SSHRC). Partnership Engage Grant. *Indigenous Perspectives on Creating a Better System to Support and Encourage Indigenous Employment in the Canadian Banking Sector*, \$24,049.

### **Patrick Callery, Assistant Professor (Management & Strategy)**

Dr. Patrick Callery is an Assistant Professor of Strategic Management at the Sprott School of Business. Prior to joining Carleton University, Dr. Callery attended the University of California, Santa Barbara (UCSB), where he earned a PhD degree in Economics and Environmental Science and Management and an MA degree in Economics.

Dr. Callery examines corporate sustainability strategies that add value through providing solutions to environmental problems. He approaches this through two general research themes: the first studies corporate initiatives and information strategies that address greenhouse gas emissions and climate change. In the second area, Dr. Callery studies green innovation, evaluating new business models and the potential to shift economic growth to a new, sustainable regime.



### Recent articles

- Callery, P. J. (2019). [Join In... and Drop Out? Firm Adoption of and Disengagement From Voluntary Environmental Programs](#). *Organization & Environment*.
- Potoski, M., & Callery, P. J. (2018). [Peer communication improves environmental employee engagement programs: Evidence from a quasi-experimental field study](#). *Journal of Cleaner Production*, 172, 1486-1500.

### Recent grants

2021-2022. Co-Investigator. Social Science & Humanities Research Council (SSHRC). Partnership



### **Rick Colbourne, Assistant Professor (Entrepreneurship) & Associate Dean (Equity & Inclusive Communities)**

Dr. Rick Colbourne (Anishinaabe, an Algonquin from the Mattawa First Nation) is Assistant Professor, Indigenous Leadership and Management. Dr. Colbourne brings a highly relevant and unique program that includes a rich overlay of work looking at Indigenous entrepreneurship and economic development, Indigenous governance and leadership, hybrid ventures, entrepreneurial ecosystems, as well as Leadership Exchange Programs.

Dr. Colbourne aims to bridge Indigenous and Western



knowledge systems to develop Indigenous models of entrepreneurship and economic development based on Indigenous world views, ways of knowing, and ways of being. Colbourne knows that Indigenous entrepreneurship and economic development are more successful when the rights of Indigenous peoples are addressed and when these initiatives are led by or engage Indigenous communities.

Dr. Colbourne is developing new business courses at Sprott that draw on Indigenous understandings and perspectives that are gaining much interest from students, particularly international students. He has also made numerous contributions in academia and industry with Indigenous-led research and has earned numerous awards for his teaching and research excellence, including the recipient of the Fulbright Fellowship in 2016 as the inaugural Visiting Research Chair in Indigenous Entrepreneurship at the University of Arizona, Indian Studies program.

### **Recent articles**

- Colbourne, R., Moroz, P., Hall, C., Lendsay, K. and Anderson, R.B. (2020), [Indigenous works and two eyed seeing: mapping the case for indigenous-led research](#), *Qualitative Research in Organizations and Management*, Vol. 15 No. 1, pp. 68-86.
- Colbourne, R., & Anderson, R. B. (Eds.). (2020). [Indigenous Wellbeing and Enterprise: Self-determination and Sustainable Economic Development](#). Routledge.
- Colbourne, R., Moroz, P., Hall, C., Lendsay, K. and Anderson, R.B. (2020), [Indigenous works and two eyed seeing: mapping the case for indigenous-led research](#), *Qualitative Research in Organizations and Management*, Vol. 15 No. 1, pp. 68-86.
- Henriques, I., Colbourne, R., Peredo, A., & Anderson, R. (2020). [Relational and social aspects of Indigenous entrepreneurship: the Hupacasath case](#). In Colbourne, R. & Anderson, R. (Eds.), *Indigenous Self-Determination and Sustainable Economic Development*. Abington, United Kingdom: Routledge.
- Mika, J. P., Colbourne, R., & Almeida, S. (2020). [Responsible management: an Indigenous perspective](#). In *Research handbook of responsible management*. Edward Elgar Publishing.

### **Leanne Keddie, Assistant Professor (Accounting)**



The current research of Dr. Leanne Keddie examines the use of corporate social responsibility (CSR) performance-based incentives in executive compensation contracts. Her research aims to explore why firms are adopting CSR incentives and how corporate governance plays a role. Practically, she aims to provide evidence that informs boards and regulators on the use and design of CSR incentives and how corporate governance supports (or inhibits) these initiatives.

This research will be of interest to shareholders and other stakeholders as they are currently demonstrating a growing interest in both executive compensation as well as social and

environmental matters, issues of great importance in corporate governance within Canada and the world today.

### **Recent articles**

- Boulianne, E., & Keddie, S. L. (2018). [Where is sustainability within the Canadian CPA education program?](#) Sustainability Accounting. Emerald Publishing Limited.

### **Irene Lu, Associate Professor (Marketing)**

Currently, Dr. Irene Lu holds a SSHRC Insight Development Grant for a project on exploring why consumers buy repurposed products and Carleton University's COVID-19 Rapid Response Research Grant for a project on investigating consumer's attitude towards sustainable consumption during the COVID-19 pandemic.



Dr. Lu and Dr. [Ernest Kwan](#) (Associate Professor, Supply Chain Management) are combining their areas of expertise to explore a very novel area of ecologically responsible consumption. Repurposing goods is an increasingly popular consumer product; defined as the transformation of old products into new products of greater value that serve a different function. Repurposing is a key strategy because it reduces waste and promotes ecological sustainability. Lu and Kwan's research will shed light on all aspects of why people buy and sell repurposed products, with the goal to empower retailers and policymakers on how to effectively market these types of products to promote a greener lifestyle and consumption habits.

### **Recent grants**

- 2020-2022. Principal Investigator. Social Science & Humanities Research Council (SSHRC). Insight Development Grant. *Why do consumers buy repurposed products: A study of motivations in consumption behaviour that is good for the environment*, \$53,693.
- 2020-2021. Principal Investigator. Carleton University. COVID-19 Rapid Response Grant. *Staying green vs. staying safe: Consumer attitude towards sustainable consumption during the COVID-19 pandemic*, \$11,491.

### **Rodney Nelson, Instructor III (International Business)**

Rodney Nelson has varied and multidisciplinary background, with over 30 years of experience working with both the public and private sectors. Rodney has established a robust program with research in areas of international development, board governance, continuity planning, agri-tourism, and cross-cultural communications. Ethics, corporate sustainability and social responsibility are also areas of interest to Rodney. He is a former ethics officer for Public Works and Government Services Canada, as well as a former advisor and member of the Corporate Responsibility & Sustainability Council.



Rodney has worked closely with many Indigenous communities in the areas of business development and management. Much of Rodney's research centers around how small business ecosystems in Indigenous communities in Canada and around the world are creating successful business ventures and achieving entrepreneurial success.

### **Recent articles**

- Nelson, R. (2019). [Beyond Dependency Economic Development and First Nations in Canada](#). *SAGE Open*, 9 (3)

**Isaac Otchere, Professor (Finance)**

Dr. Isaac Otchere is a Professor of Finance, a Resource Person for the African Economic Research Consortium (AERC), a Fellow of the Carnegie African Diaspora Program, serves on the editorial boards of many Finance, Economic, and International Business journals, and maintains his professional designation as a Chartered Accountant.

Dr. Otchere is not only one of the top researchers at Sprott with an extensive list of publications in high-ranking finance journals, numerous conference presentations, and a host of research awards, but he is also one of the most recognized and awarded professors in the Sprott School of Business for his teaching excellence and student mentoring.

He has been awarded [2021 Research Achievement Award](#) because of his project, The Price of Environmental Sin. Isaac is examining this effectiveness and researching if it does indeed force the excluded firms to become more environmentally sustainable.

**Recent articles**

- Mohsni, S., Otchere, I., & Shahriar, S. (2021). [Board gender diversity, firm performance and risk-taking in developing countries: The moderating effect of culture](#). *Journal of International Financial Markets, Institutions and Money*, 73, 101360.

**Recent grants**

- 2021-2023. Principal Investigator. Social Science & Humanities Research Council (SSHRC). Insight Development Grant. *The Price of Environmental Sin*, \$60,569.

**Kate Ruff, Assistant Professor (Accounting)**

Dr. Kate Ruff joined Sprott School of Business in 2016. She is so passionate about accounting that she not only thinks “it’s the coolest invention of humanity,” but she believes it’s the way to save the planet—or at least, make it a better place.

Dr. Ruff is spearheading one of the largest projects ever done in Canada to create a social impact measurement standard. The Common Approach Project. Funded by Employment and Social Development Canada, Dr. Ruff is working alongside an all-star team of partners, including leading academics in Canada from various fields including, Information Technology, Impact Investing, along with charities, not-for-profits and social enterprises. The success of this project will ensure that socially- and environmentally-conscious consumers and investors have effective data that provides disclosure of, and one that will tell the true story of firms’ social and environmental impact that will help consumers make good and informed decisions on how to invest ethically and sustainably.

**Recent articles**

- Ruff, K. (2021). [How impact measurement devices act: the performativity of theory of change, SROI and dashboards](#). *Qualitative Research in Accounting & Management*, 18(3), 332-360.
- Ruff, K., & Olsen, S. (2018). [The need for analysts in social impact measurement: how evaluators can help](#). *American Journal of Evaluation*, 39(3), 402-407.

### Recent grants

- 2021, Principal Investigator, “Indigenous and Anti-Colonial Approaches to Impact Measurement” CRIW Ignite! Special Funding for Literature Reviews; RBC Foundation, \$8,000.
- 2021, Principal Investigator, “Flexible Framework for Impact Measurement of Social Finance Funds” SSHRC Partnership Engage Grant, \$24,000.
- 2020, Principal Investigator, Terminology in Social Finance and Social Innovation. \$12,000
- 2019, Principal Investigator, A common approach to impact measurement, Human Resource and Social Development Canada, \$1,000,000
- 2019, Co-Principal Investigator, Data Interoperability for the UN Sustainable Development Goals, Human Resource and Social Development Canada, \$90,000
- 2019, Co-applicant, “The fossil fuel divestment movement: understanding how the energy of campaigns is changing the financing of energy” SSHRC Insight Grant.

### **Mika Westerlund, Associate Professor (Entrepreneurship)**



Dr. Mika Westerlund educates aspiring entrepreneurs in Carleton’s Technology Innovation Management (TIM) master’s degree program. In fact, Westerlund is all about entrepreneurship and his research program includes a robust and diverse look into entrepreneurship that includes emerging technologies, business model innovation, entrepreneurial marketing strategies, and management models in high-tech and service-intensive industries, among others. One area that his highly noteworthy includes his work examining “Green Business Models” and sustainable entrepreneurship. He says “We need entrepreneurs and leaders with the courage and conviction to take bold action ahead of others. We also need radically new business models that create true value for the environment and society, bring competitive advantage to companies, and have the potential to transform industries globally.”

### Recent articles

- Leminen, S., Rajahonka, M., Westerlund, M. & Hossain, M. [Collaborative Innovation for Sustainability in Nordic Cities](#). *Journal of Cleaner Production*, 328, 129549.
- Greve, K, De Vita, R., Leminen, S. & Westerlund, M. (2021). [Living Labs: From Niche to Mainstream Innovation Management](#). *Sustainability*, 13(2), 791.
- Westerlund, M. (2020). [Social acceptance of wind energy in urban landscapes](#). *Technology Innovation Management Review*, 10(9).
- Leminen, S., Nyström, A. G., & Westerlund, M. (2020). Change processes in open innovation networks—Exploring living labs. *Industrial Marketing Management*, 91, 701-718.
- Hossain, M., Leminen, S., & Westerlund, M. (2019). A systematic review of living lab literature. *Journal of Cleaner Production*, 213, 976-988.

Carleton University | Sprett

# Black Entrepreneurship Knowledge Hub

BLACK ENTREPRENEURSHIP PROGRAM



**EXTERNAL  
ENGAGEMENT**

Canada

# EXTERNAL ENGAGEMENT

## Dean of the Sprott School of Business joins conversation on the role of business schools in social responsibility

In April 2021, Dana Brown, dean of Sprott School of Business, participated in an international panel discussion on the role and the impact business schools have in their communities and at large.

This event hosted by EFMD Global focuses on the reflection on Social Impact During a Global Pandemic brought together leaders from business schools around the world to talk about their view of social responsibility, their institutions' goals and actions to make a positive impact, and how the COVID-19 pandemic affected those things.

Dana explained that she fundamentally believes that it's the responsibility of business schools to help ensure that businesses do the right thing, while creating meaningful impact in society through education, research and community partnerships.

Over the past year, faculty research and initiatives have been supporting businesses in addressing challenges brought on by the COVID-19 pandemic. Sprott has signed MOUs with local and international organizations to create significant impact in different communities. And, Sprott unveiled its new strategic plan in 2020 fall, Vision 2025: Business for a Better World, committing to creating learning experiences and scholarship that harness the potential and opportunity for business to improve lives worldwide.

*"I think one of the greatest changes I have seen during this pandemic is a shift in thinking about issues related to the role of business in society. In so many ways the pandemic and the situation we find ourselves in is a result of bad leadership and bad policy. In many ways we're unveiling some of that; unveiling the implications of political and economic policies and business practices that are driven by the goal of short-term profit, power, exclusion and self-interest." - Dana Brown*



## **Bridgehead Coffee and Carleton University's Sprott School of Business launch educational partnership**

The Sprott School of Business at Carleton University and Bridgehead Coffee have announced an educational partnership that represents their shared vision for the future of business and desire to develop the next generation of change makers who will make a positive impact in the world.

*“The Sprott School of Business is embarking on initiatives in sustainability and social enterprise – all things that make the planet better – and that’s what we’ve been working on since Bridgehead was founded nearly 40 years ago.” - Tracey Clark, Chief Culture Officer at Bridgehead.*

*“As a business school, we need to be preparing the next generation of business influencers to really think differently about how they set up their business, to consider their social impact and the well-being of society. Working with Bridgehead will give us a great opportunity to profile a business that has social impact, a positive effect on its community, and that is led by a dynamic, female entrepreneur.” - Dana Brown, Dean of the Sprott School of Business.*

Dana Brown, dean of Carleton's Sprott School of Business, and Tracey Clark, Chief Culture Officer at Bridgehead, announce a new educational partnership.



Through this partnership, the Sprott School of Business is writing a case study on Bridgehead that can be used in many different business courses, including entrepreneurship, marketing, business strategy, operations and supply chain management. The partnership also provides opportunities to collaborate on strategic events focused on sustainability and social innovation and to bring Bridgehead leaders to campus as class speakers, among others.

### Indigenous Works and Carleton's Sprott School of Business partner to accelerate Indigenous education, research and economic development

Sprott School of Business and Indigenous Works have signed a Memorandum of Understanding (MOU) to enhance educational, research, and growth opportunities for Indigenous peoples, communities and organizations. Together they will advance two important agendas: expanding workplace inclusion and launching the Luminary Indigenous Innovation initiative.

This partnership between the Sprott School of Business and Indigenous Works is bound to enhance available educational, research, and growth opportunities, while leading to economic transformation, employment and well-being for Indigenous peoples across Canada.

Through the MOU, Kelly Lendsay, the president and CEO of Indigenous Works, hopes to make strides in four key areas:

1. Advancing new research collaborations among the academic and Indigenous economic communities by embracing Two-Eyed Seeing as a key framework to respecting both Indigenous and western ways of seeing and knowing.
2. Working to better understand the prospectuses and profiles of Indigenous Economic Development Corporations which in turn will help identify opportunities for research and innovation collaborations.
3. Creating an understanding about the career motivations, experiences and trajectories of Indigenous Master's and PhD students.
4. Advancing the Indigenous research and innovation ecosystem.

Photo credit: Indigenous Works





*“This partnership will provide insights into, and a model for, developing Indigenous/post-secondary business school partnerships that move beyond Indigenous inclusion towards reconciliation Indigenousization strategies - that move away from assimilatory academic practices towards changing how non-Indigenous academic leaders, faculty, staff, students and other stakeholders think and act toward Indigenous peoples.”* said Rick Colbourne, assistant professor of Indigenous leadership and management, and assistant dean of equity and inclusive communities at Sprott.

In addition to this MOU, the Sprott School of Business is a founding Luminary Charter Partner. Currently in its planning phase, Luminary is a six-year initiative to co-create and co-design an Indigenous innovation strategy that will lead to economic transformation, employment and well-being for Indigenous peoples across Canada.

*“If we can harness the innovation culture with Indigenous businesses and communities, and grow collaborations among researchers, research agencies, and Indigenous business, we could be developing new products, new service lines, new innovative approaches and solutions that are good for the Canadian economy,”* Kelly said. *“And Sprott’s commitment is really going to foster this area of economic transformation, employment and well-being.”*

Kelly added that the COVID-19 pandemic has shown us all that we need to think about everyone’s mental, physical, social and spiritual health – and, given that, they are working on developing new tools, systems, and approaches to support employers, the academic community, and Indigenous communities and businesses, with the end-goal of increasing wellbeing for people, communities and companies.



The Sprott School of Business and Indigenous Works have signed an MOU to enhance educational, research, and growth opportunities for Indigenous peoples, communities and organizations. (Photo credit: Indigenous Works)

### **Responsible and sustainable: Sprott School of Business turns to microenterprise to obtain face masks**

With organizations facing unprecedented challenges this year due to the COVID-19 pandemic, many have had to find new avenues to make ends meet. And, for [Warm Heart Worldwide](#)'s Fashion Accessories Microenterprise Program one of those pivots – with some support from Sprott School of Business – has been to face masks.

A partnership between the US-based non-profit, and the Warm Heart Foundation, in rural northern Thailand – Warm Heart focuses on education, elder care, and promoting sustainable livelihoods. And their fashion accessories microenterprise helps local women – sewers, weavers, jewelry makers – earn critical family income while allowing them to work from home, and juggle other responsibilities.

When Sprott needed 250 personalized masks, they turned to Warm Heart where Dana Brown, dean of Sprott, also serves as president of the board of directors.

Warm Heart's fashion accessories business has been struggling all year. COVID-19 ground tourism in Thailand to a halt – as across the rest of the world – resulting in empty stores in Chiang Mai where most of their retail accounts are located. Simultaneously, with no volunteers able to come to Warm Heart private sales also suffered, and online ones struggled due to the Thai postal service shutting down deliveries for months. This potential collaboration with Sprott provided a new path to help overcome their business struggles, but not without its challenges.



Honouring its' commitment to responsible leadership and sustainability, the Sprott School of Business turned to a microenterprise to fulfill an order of face masks.

*“There are manufacturers worldwide of every size producing face masks now and the market is extremely competitive. But we hope to find buyers like Sprott, from educational institutions or companies, who care about social enterprise, who don’t have to sell on and make their own profit and who will allow us to make a reasonable mark-up on the order for our efforts. We also hope that each person who ends up with one of our face masks likes using them and that they help to keep the wearer safe in these difficult times.”* - Josephine Bow, manager of the microenterprise program.

### **Unlocking social change through a common approach to impact measurement**

Research has shown that the lack of a common measurement is preventing social enterprises from telling their story and demonstrating their impact effectively, which in turn hinders their ability to attract supporters and funding. With over 10,000 social enterprises in Ontario, in fields such as education, health and environmental sustainability, the risk is significant.

A collaborative project is underway to create and pilot an innovative standard to measure impact of social enterprises in Ontario.

The Common Approach Project, led by Kate Ruff in Carleton University’s Sprott School of Business, will be the first impact standard that will have the flexibility to allow social enterprises to communicate social and environmental results in ways that are relevant to their missions and communities, while giving funders, researchers and policy makers the tools to collect information aligning to global standards.



*“We are mobilizing the cloud, data innovations, and 50+ years of Canadian impact measurement know-how to create a dynamic and flexible system that will allow organizations to align measurement with their strategy, facilitate impact measurement of funder portfolios and open impact data to academics and government.”* - Kate Ruff, assistant professor in Carleton’s Sprott School of Business and co-director of the [Carleton Centre for Community Innovation](#).

The Common Approach Project is a two-year project funded by Employment and Social Development Canada and the Ontario Ministry of Economic Development, Job Creation and Trade. It responds to three key goals identified by the Ontario Social Enterprise Strategy 2016-2021: equipping social enterprises with solid business fundamentals, connecting social enterprises to markets and capital to grow and scale, and demonstrating the value of social enterprise and social finance.



# OPERATIONS

# OPERATIONS

## Sustainable from Core to Skin: A closer look at the Nicol Building's green design

Sprott School of Business introduced its strategic plan – both emphasizing their commitment towards a responsible future. And the Nicol Building is an embodiment of that promise. Sustainability has been embedded in every facet of Sprott's future home. The building is expected to achieve 4.5/5 Green Globes, a nationally recognized environmental building certification.

The first challenge the architects faced was the configuration of the design and the choice of materials. Concrete is one of the most carbon and greenhouse gas intensive building materials. However, it's also an excellent building material due to its stability, fire resistance, acoustic and vibration dampening benefits. Instead of eliminating concrete entirely, Hariri Pontarini set out to make the Nicol Building as light as they possibly could to reduce the amount of concrete needed.

They divided their design into two portions: the first few floors which would hold many people in large spaces – such as classrooms and gathering places – hence requiring a deep floor plate; and the top floors which would house offices with fewer residents, requiring a shallow floorplate with more access to daylight. This design significantly reduced the amount of concrete required; and they reduced it further by using BubbleDeck technology in the first four floors.

In a concrete slab, the top and bottom do most of the work, while the middle does very little. So, the BubbleDeck replaces the concrete within the slab with 10-inch hollow balls of recycled plastic around which concrete is poured.

The use of BubbleDeck technology in the Nicol Building's design significantly reduced the amount of concrete used, reducing its carbon footprint.



The Nicol Building is the first institutional building in Ottawa to use this technology. A total of 11,300 bubbles were used, which displaced nearly 163 tonnes of concrete or equivalent to 100 kg of concrete per every kilogram of recycled plastic.

As the architects designed the upper floors of the building, they switched from concrete to structural steel to make it lighter still, through these methods concrete mass was reduced by about 27 per cent. Also, consolidating the building's weight near the bottom also made it much more efficient to reduce seismic forces.

There were also mechanical and electrical considerations. One of the first things the architects did to conserve energy in the building was place the fan room in the basement, instead of the top floor where it is usually located. Since the bulk of the Nicol Building's population will be on the first three floors, this way the air is closer to where it needs to go the most.

Next, they separated ventilation and heating systems, since combining these two necessities in a building is not energy efficient. The heating system – which uses steam and hot water instead of forced-air ventilation – focuses mostly on the perimeter envelope because that is where heat is needed the most to effectively and efficiently heat the building. For the ventilation system, all the components are outfitted with heat and energy recovery wheels. Buildings need a certain amount of fresh air coming in, which in the winter needs to be heated up and requires extremely high energy usage. However, these energy wheels allow the ventilation system to take the heat and moisture from the exhaust air and supply it to the cold fresh air coming in – resulting in a significant reduction in energy consumption. Furthermore, the ventilation is demand-controlled. All rooms in the building have sensors which measure carbon dioxide to determine how many people are in the room, then in turn ventilate the room accordingly. The thermostats and lights are equipped with occupancy sensors. So, if a room is empty, the thermostat will drop the room temperature down to 18°C and lights will be turned off.

### **Sprott Sustainability Champions**

In January 2021, the Sprott Sustainability Champions were established to fulfill a strategic goal to “exemplify responsible leadership”, specifically as it relates to incorporating sustainability in the operations, infrastructure and management practices of the School.

The Sustainability Champions are an action group of 20+ engaged faculty, staff and students that analyze, plan and implement changes and programs to improve the sustainability of Sprott's operations. In essence, the Sustainability Champions help the School fulfil the unofficial



PRME Principle of ensuring our organizational practices serve as an example of the values and attitudes we convey to our students.

The action group meeting monthly and, in its first year of operations, have completed several strategic initiatives that serve as a foundation for more sustainable operations:

1. **Measurement Plan** – The Champions developed a measurement plan to track key metrics in the area of the School’s water and electricity usage, waste diversion, purchasing, commuting and carbon footprint of travel. These KPI’s will serve as indicators of progress in the years to come.

2. **Sustainability Survey** – The Champions released a survey to all members of the Sprott community to better understand their behaviours, attitudes, and ideas with respect to both sustainability in their own lives as well as their expectations of their campus. As the Champions launch programs and information campaigns, they will use this annual survey as an indicator of progress.

3. **Green Workplace Certification** – The Champions reviewed practices and policies in the areas of strategic planning, food and dining, energy conservation, water conservation,

transportation, purchasing and community engagement. With the help of the University Sustainability Office, made changes to School policies to become more sustainable. As such, the School was awarded Silver level Green Workplace Certification.

4. **Carbon Literacy Training** – Six members of the Sustainability Champions successfully completed carbon literacy training certification with the Carbon Literacy Project. This allows participants to be better aware of the impact of everyday activities on the climate, and knowing what steps can be taken to reduce emissions. This group is now certified as “Carbon Literate” and is in the process of developing this training for the Carleton community.

The Sustainability Champions serve as an important resource for the School to improve the sustainability of its operations, instil a culture of sustainability and responsible management at Sprott, and to support sustainability actions across the Carleton University campus.



**NEXT STEPS**



# NEXT STEPS

Building on the progress that Sprott School of Business has made on “advancing responsible leadership”, continued actions are planned to further advance the six PRME principles over the coming years. These include, but are not limited to:

- Host a Sustainable Accounting and Finance two-day conference to focus on the critical role of sustainability in our financial world.
- Launch a sustainability metrics dashboard with the Nicol Building to display sustainability data and trends in key metrics including electricity usage, water usage, printing, waste and waste diversion (recycling, composting), and other future measures such as the overall carbon footprint of the School and its activities.
- Develop a carbon literacy training (CLT) program for students, faculty and staff across the university.
- Achieve Gold level Green Workplace Certification for Sprott School of Business.
- Incentivize and grow research in the areas of environmental sustainability, social impact, ethical decision-making, inclusive workplaces, social innovation, and responsible leadership, as well as expand knowledge dissemination and mobilization to organizations.
- Encourage interdisciplinary research collaborations within Carleton and with external partners focused on grand challenges including climate change, aging populations, poverty and mental health in the workplace.
- Introduce additional courses and micro-credentials at the undergraduate and graduate level on sustainability, social impact accountability and investment, responsible management and leadership, climate change, and social justice.
- Incorporate sustainability-focused learning outcomes in all Sprott programs and make the appropriate curricular changes to accomplish this.
- Launch both a minor and stream/concentration in Business Sustainability.
- Tag all courses with the UN Sustainable Development Goals that the content covers.

On top of these new actions, continued progress will be made on existing sustainability initiatives in the area of education, research, engagement and operations. If you'd like to find out more or to get involved in the initiatives above, please contact [sustainability@sprott.carleton.ca](mailto:sustainability@sprott.carleton.ca).





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